

MON:     JAN 11    

TUES:    JAN 12   

WED:    JAN 13   

THUR:    JAN 14   

FRI:    JAN 15   

MATH				
<p><b>Objective:</b> Students will review 2 digit regrouping</p> <p><b>Instructional Strategy:</b> Scoot-30 problems</p> <p><b>Assessment:</b> record sheet</p> <p>Story problems are done daily discussing different strategies used to solve the problems. Calendar Jobs are completed at least 3 times a week where each student has a job pertaining to 2<sup>nd</sup> grade standards.</p>	<p><b>Objective:</b> Students will work on expanded form into the thousands</p> <p><b>Instructional Strategy:</b> Roll dice and identify the correct place value while underlining.. Then move into the pull tabs for the expanded form</p> <p><b>Assessment:</b> Math Journal</p> <p>Story problems are done daily discussing different strategies used to solve the problems. Calendar Jobs are completed at least 3 times a week where each student has a job pertaining to 2<sup>nd</sup> grade standards.</p>	<p><b>Objective:</b> Students will learn about clocks.</p> <p><b>Instructional Strategy:</b> Students will use stamps to stamp the clock, roll and make the given time.</p> <p><b>Assessment:</b> Observation and working with each group. Santa elf sheets</p> <p>Story problems are done daily discussing different strategies used to solve the problems. Calendar Jobs are completed at least 3 times a week where each student has a job pertaining to 2<sup>nd</sup> grade standards.</p>	<p><b>Objective:</b> Students will work on money and make values</p> <p><b>Instructional Strategy:</b> Students will get to purchase an item after counting several values correctly.</p> <p><b>Assessment:</b> observation</p> <p>Story problems are done daily discussing different strategies used to solve the problems. Calendar Jobs are completed at least 3 times a week where each student has a job pertaining to 2<sup>nd</sup> grade standards.</p>	<p><b>Objective:</b> Students will begin to learn how to equally divide shapes.</p> <p><b>Instructional Strategy:</b> Whole group. What is equal. Review shapes on marker board, then divide shapes. Possibly start fractions</p> <p><b>Assessment:</b> Observation</p> <p>Story problems are done daily discussing different strategies used to solve the problems. Calendar Jobs are completed at least 3 times a week where each student has a job pertaining to 2<sup>nd</sup> grade standards.</p>
READING				
<p><b>Target Week Objective:</b> Students will work on story features identifying characters, setting, plot, and sequencing the event.</p> <p><b>Instructional Strategy:</b> Daily 5, small group instruction and activities</p> <p><b>Assessment:</b> Observation, graphic organizer, reading journals</p>	<p><b>Target Week Objective:</b> Students will work on story features identifying characters, setting, plot, and sequencing the event.</p> <p><b>Instructional Strategy:</b> Read Violets story and use the retell gloves to retell the story.</p> <p><b>Assessment:</b> Observation</p>	<p><b>Target Week Objective:</b> Students will work on story features identifying characters, setting, plot, and sequencing the event.</p> <p><b>Instructional Strategy:</b> Daily 5, small group instruction and activities</p> <p><b>Assessment:</b> Observation, graphic organizer, reading journals</p>	<p><b>Target Week Objective:</b> Students will work on story features identifying characters, setting, plot, and sequencing the event.</p> <p><b>Instructional Strategy:</b> Recall the musical instruments in the story. Compare and contrast the instruments using venn diagram.</p> <p><b>Assessment:</b> Reading parts through observation</p>	<p><b>Target Week Objective:</b> Students will work on story features identifying characters, setting, plot, and sequencing the event.</p> <p><b>Instructional Strategy:</b> Daily 5, small group instruction and activities</p> <p><b>Assessment:</b> Observation, graphic organizer, reading journals</p>

**PHONICS/SPELLING/WRITING**

**Writing Objective:** Students will write a real story.  
**Instructional Strategy:** Students will write about last weekend news using a sequence and including filler sentences.  
**Assessment:** Story

**Grammar Objective:** Students will learn about abbreviations and use them in sentences.  
**Instructional Strategy:** Students will use Moby video to learn about abbreviations. We will talk as a class and then do partner work. End as ind work in reading journals  
**Assessment:** reading journals

**Spelling Objective:** Students will demonstrate their current spelling level. Students will work with word families to find similar spelling patterns.  
**Instructional Strategy:** Individual test  
**Assessment:** Test

**Spelling Objective:** Students will demonstrate their current spelling level. Students will work with word families to find similar spelling patterns.  
**Instructional Strategy:** Review word families with long and short vowels then get words ready for the next week. Bagged books also go home.  
**Assessment:** Test

**Writing Objective:** Students will write a dragon story  
**Instructional Strategy:** Using the dragon that comes to life, students will color and then write a story.  
**Assessment:** Story